



# MUSIC CURRICULUM OVERVIEW



A Lakelands musician should be curious and inquisitive, inspired to develop, reasoned and evidenced judgments about music, the music industry and history. Learners should work towards being comfortable in using a range of skills to create and perform music.

## Lakelands Whole Academy Curriculum Intent:

Our aim is to provide a diverse, accessible, challenging and inspiring curriculum for the students of Lakelands, our core purpose to develop well-rounded, confident young people, with the integrity, resilience and high aspirations to thrive in the future. The curriculum is designed to provide them with the core knowledge they need to succeed in education, and to become successful members of society. We encourage them to be curious and open-minded, and develop the necessary critical, creative and problem-solving skills to be able to make a difference in their future lives. All students benefit from a culturally enriching curriculum that has depth, breadth and regular revisiting of knowledge to give them the confidence to succeed. It is a curriculum designed to encourage learners to step outside their comfort zone and embrace challenge. By drawing on the best that's been thought, said and done in each subject, we hope that our curriculum enables our young people to appreciate and participate in the full richness of the human experience.

## Music Curriculum Intent:

Lakelands students delve into a comprehensive and dynamic Music curriculum, rich in both practical skills and theoretical knowledge, based on influential musical works and figures that have shaped the art form over time. The curriculum unfolds in an engaging manner, introducing students to content in a logical order based on development of skills and understanding, supported by key cultural content. Using and referring to skills during progression aids the retention of musical understanding in their long-term memory. Through their exploration of Music, they grasp the significance of fundamental concepts relevant to both historical and contemporary contexts, such as composition, performance, cultural influences, and technological advancements. Students transitioning from Key Stage 3 to 4 capitalise on these concepts, fortifying their foundational knowledge and abilities, preparing them for the demands of post-16 musical pursuits.

Music serves as a cornerstone in our comprehension of societies and cultures around the globe. The curriculum offers students the chance to delve into musical themes at local, national and international levels, spanning from traditional music to contemporary genres. This diverse array of musical history fosters an exploration of varied perspectives and encourages critical thinking about the world of music. Our curriculum is thoughtfully structured to provide students with a comprehensive grasp of the evolution of music and its key concepts while also facilitating connections to other cultures, societies, and global musical movements.

We nurture our students to become inquisitive and autonomous learners, equipped with the ability to be creative and form well-founded, logical, and evidence-based conclusions about what they are studying, while also cultivating skills that are transferable to present-day contexts. Students engage in regular opportunities to deepen their understanding and appreciation of vital musical concepts, such as musical genres, stylistic changes and influences. These concepts empower students to pose questions, analyse musical information, and articulate their perspectives in a coherent manner. These skills are nurtured and refined throughout the curriculum, developing musicians who are adept at expressing their insights, both through musical performance and written expression.

## How the Music curriculum links to our core Curriculum Principles:

Lifelong Learning	Students are encouraged to be curious, independent and creative thinkers – essential for lifelong learning.
Aspiration to succeed	Increasing challenge and complexity of knowledge/skills builds confidence and the aspiration to succeed. Exploration of the music industry and other careers.
Knowledge building	Progression of learning that builds on prior learning with opportunities to revisit and utilise skills ensures retention.
Empathy for others	Exploring music from other cultures along with the deeper meaning behind songs and concepts along with general teamwork encourages understanding of and value for others.

## IMPLEMENTATION

Year 7 Curriculum Implementation		
The Year 7 Music journey starts with exploring the fundamental elements of music, including pitch, tempo, dynamics, texture, and timbre. Students engage in various activities, such as singing and/or lyric writing and learning to play the keyboard, to understand these concepts. Next, they delve into rhythm and pitch staff notation, composition, and performance using different instruments. The year concludes with a study of orchestral instruments and techniques for identifying them in music, as well as learning about chords through playing keyboards.		
	Knowledge and skills	Assessment
1	Students begin Y7 Music by exploring <b>musical elements and instruments of the orchestra</b> . This allows students to experience the different elements of music including pitch, dynamics, tempo, texture and a variety of sonorities/timbres, forming a good understanding and an appreciation for the role they play in music. The goal is to gain a more comprehensive context for how music is made through active engagement and experiential learning. This unit provides an important insight into the foundations of music which will be essential for progression during KS3 and 4.	<ul style="list-style-type: none"> <li>● Regular verbal, peer and teacher feedback</li> <li>● Bespoke assessment sheets showing independent tracking, peer feedback and teacher led evaluation/target setting.</li> </ul>
2	Building on their knowledge of musical foundations, students begin to explore structured composition, utilising their knowledge of key elements of music whilst developing an understanding for a musical timeline and how sounds can be linked to a storyline. Using graphic scores, this entry into the world of composition is key for developing creative expression and an understanding of form and structure, preparing them for more demanding compositional pursuits later in their musical journey.	As above
3	Next up is another addition to developing a strong musical foundation in the form of a journey into the world of rhythm and standard notation. Beginning to understand how rhythms are formalised in addition to developing rhythmic ability and recall through body percussion supports access to a wider musical context, reasoning and ownership for what they hear when listening to music and confidence in engaging. An introduction to notation allows students to start exploring a written language of music and to begin understanding how some instruments can be studied in a formal sense. These experiences allow students to start developing skills that encourage creative enquiry and a growing independence in exploring music.	As above
4	Building on their knowledge of notation and rhythm, an introduction to keyboard skills secures students' first experience with formal instrument learning. In addition to picking up the basics through demonstration and gaining knowledge on the mechanics of the keyboard, growing an independence through autonomous learning is an important foundation for self-development and an individual journey. Collaborative learning enriches the community and ensemble aspects of music allowing for the development of much needed interpersonal skills in the world of music.	As above
5	Studying Folk music creates the opportunity to look at a historical context of music whilst considering festivals and the 'real-world' of live music. Folk music allows students to explore harmony and melody, specifically looking at Sea Shanties, which also creates an opportunity to develop literacy skills whilst delving into the structure of lyrics.	As above
6	Closing the year with a personal or collaborative performance opportunity allows students to bring together all of the knowledge that has been accumulated on their journey so far, whilst developing further skills on the keyboard or with an instrument of their choice. Music performance is a key theme in the roadmap through KS3-4 and developing confidence at this stage will secure their ability to engage throughout.	As above

**Cross-curricular links in Y7:** Music constantly has strong links with literacy and numeracy and opportunities to develop awareness of this are present throughout several of the units presented, for example in written exercises or in notation and rhythmic work. Development of digital literacy is also encouraged throughout.

### Year 8 Curriculum Implementation

The Year 8 music journey begins by revisiting chord knowledge and involves learning, rehearsing, and performing a medley of songs, using the keyboard and the added option of voice. Next, students develop songwriting skills, focusing on lyric writing, melody and chord composition. The curriculum then shifts to classical music, emphasizing examples of great composers. As the year progresses, students explore 'World Music', studying the origins and traditions of Reggae, Samba and African music. They engage in listening to and playing a selection of music from these genres. The year concludes with an exploration of musical theatre, where students learn about its characteristics, and rehearse and perform a song from a musical followed by an introduction to Ukulele.

	Knowledge and skills	Assessment
1	Chords, harmony and songs are the starting points for Year 8, creating the opportunity to become more confident with navigating elements such as musical scales to solve problems in learning about chord creation, developing into more secure knowledge around harmony and application in learning songs and understanding the connections through common chord sequences. This builds directly on the core musical foundations developed in Year 7.	<ul style="list-style-type: none"> <li>Regular verbal, peer and teacher feedback</li> <li>Bespoke assessment sheets showing independent tracking, peer feedback and teacher led evaluation/target setting.</li> </ul>
2	Considering styles of music and tracing back to gain historical knowledge and cultural capital are important in order to progress with a rounded understanding of musical contexts. Orchestral music from the classical (and surrounding) periods is studied, making connections to prior learning such as the musical elements, whilst learning to play some famous examples which will highlight melodic and harmonic themes.	As above
3	Building on knowledge relating to rhythm, Year 8 move on to study Reggae, initially focussing on the offbeat and reproducing this in a stylistic manner through body percussion and by accessing prior knowledge and playing the offbeat, using chords. Bass lines are introduced which will have a positive impact on accessing one of the early units in Year 9. There is significant cultural and historical knowledge to be gained from studying Reggae with lessons also looking at the content of lyrics, drawing links to poverty, deprivation and political themes. There is also an opportunity to introduce DAW (Garageband) to experiment with recording off-beat chords and composing/arranging a Reggae song. This introduction to music technology will be important for developing these skills later in KS3 and 4.	As above
4	African music allows students to develop a stronger sense of music's connection to the social, political and cultural historical context, whilst exposing them to new instruments and evolving their view of rhythm. Call and response rhythm is explored along with building confidence improvising in a structure manner.	As above
5	Links to orchestral music are made as well as connections with popular styles such as Musical Theatre. Drawing on knowledge from Year 7 relating to composing for a storyline along with the insight into lyrics, this performance-based world of music is explored, considering the musical element and social themes.	As above
6	Ukulele is introduced as a new musical instrument to consolidate skills such as rhythm and timing. This is a fantastic way to end a successful year, allowing students to engage with an affordable instrument, applying the first thing that was learnt in the year –	As above

chords. Using this knowledge along with rhythmic ability, students can perform collaboratively, learning songs from tab notation or using other resources.	
<b>Cross-curricular links in Y8:</b> Music continues to have strong links with literacy and numeracy, for example with the introduction of considering poetic lyrics and number systems with chords. Historical connections are introduced considering the western classical tradition and the slave trade along with their impacts on the cultural development of music and society.	

<b>Year 9 Curriculum Implementation</b>		
<p>The Year 9 music journey starts with exploring the origins and history of the Blues and its influence on contemporary music, with a focus on the 12-bar blues chord sequence and improvisation. Next, students embark on a trip through the decades of pop music, from the 1950s to the present day, learning key characteristics and a variety of repertoire from each era. The year continues with minimalism, dance music followed by film and game music, studying how music enhances the plot in different film genres. Students will play and compose music suitable for specific film genres. Finally, the year concludes by exploring the vocation and history of DJing, followed by an opportunity for students to learn a piece of music of their choice, preparing them for the KS4 course if they opt to pursue music further.</p>		
	<b>Knowledge and skills</b>	<b>Assessment</b>
1	Jazz and Blues is the starting point for Year 9, recapping on chord knowledge, keyboard skills, looking once more at America's rich history of black music, its origins in African music and connections to the slave trade. Students have the opportunity to develop their melodic and harmonic understanding, incorporating new knowledge about bass lines whilst becoming more confident with improvisation.	<ul style="list-style-type: none"> <li>Regular verbal, peer and teacher feedback</li> <li>Bespoke assessment sheets showing independent tracking, peer feedback and teacher led evaluation/target setting.</li> </ul>
2	Moving on chronologically, we come to study popular music from the 1950s to modern day. Students consider the features of the various styles of music and their connections to social trends whilst learning a variety of seminal pieces of music which creates further opportunities to develop technical and performance skills using keyboards, ukuleles or another instrument of their choice.	As above
3	A study of Minimalism and Dance Music allows students to experience a range of approaches towards music such as listening and appraising, performance and composition. Having previously used the iPads as a tool for independent learning and briefly exploring DAW composition, it is now time to develop their music technology skills by experimenting with minimalist and dance techniques such as looping, phasing and exploring structure. The core elements and foundations of music will be being brought together in an effort to start creating coherent pieces of music in a contemporary style.	As above
4	Following on from considering technology's role in playing music, students will study film and video game music, two areas of music that have been driving forces in the development of music technology. By first acknowledging and exploring the traditional approaches to composing film music followed by investigating the introduction of technology and the crossover this has had with video games, students will gain perspective on the impact that technology has had, the endless possibilities as well as the limitations it presents. Students will explore creating pieces of film and video game music to creative briefs, building on their awareness of musical elements and how they link to core considerations such as theme, character, time and place.	As above
5	Continuing with the focus on technology and modern musical concepts, students begin to look at the history, culture and skills behind DJing. This is a perfect opportunity to look outside the traditional perception of music and being a musician and to start	As above

	looking into careers. Students will try out DJing and explore being a DJ as a career before progressing to consider the many other careers and opportunities that can be found in the music industry. This serves as an important knowledge gathering experience that provides relevant context and builds confidence in engagement at the time when Year 9 will be choosing their options.	
6	Year 9 will conclude with a personal performance project which mimics the performing coursework in KS4. Students will research a piece of music, keep a rehearsal journal of their progress and evaluate the process based on casually performing to and receiving feedback from an 'audience' of their peers.	As above
<b>Cross-curricular links in Y9:</b> Music continues to have strong links with literacy and numeracy whilst introducing a stronger focus on technology and digital literacy. Historical connections are present through studying the evolution of Jazz & Blues, popular music and DJing.		

### Year 10 Curriculum Implementation

The Year 10 music journey begins with students deepening their understanding of compositions and the techniques involved in creating them. They then practically explore the key features of different music styles and music theory, applying this knowledge to develop their own creative work. The second half of the year focusses on developing their personal journey with music performance aimed at enhancing their technical, practical, personal, and professional skills, allowing them to develop the skills in practising effectively, growing their confidence and working towards goals on their chosen instrument.

	Knowledge and skills	Assessment
1	The year begins by considering the various elements of composition, building on knowledge gained in KS3. Students also consider more in-depth factors such as the composer's intention, themes, mood, purpose and intended effect which are all key elements of the research requirements in Unit 2 coursework.	<ul style="list-style-type: none"> <li>• Regular verbal, peer and teacher feedback</li> <li>• Mock composition and coursework development</li> </ul>
2	Starting students on their performance journey is key, allowing them time to develop their technique and repertoire ahead of the controlled assessment. Students explore the concept of good quality rehearsal, looking into specific approaches, techniques and considering elements such as health and safety and the performance environment.	<ul style="list-style-type: none"> <li>• Regular verbal, peer and teacher feedback</li> </ul>
3	Unit 1 'Performing' coursework is officially started where students will be required to research their chosen piece(s) and form a plan for their approach, present a rehearsal schedule, show awareness of approaches to rehearsal and consider health and safety. They will record a journal of their rehearsal along with video evidence, performance and evaluation.  Alongside Unit 1 coursework, students will start to explore 'Performing Arts in Practice' ahead of Unit 3 coursework in Y11. This will cover a variety of vocational topics such as event planning, live music, recording and releasing music including digital distribution, festivals and marketing.	<p>N/A</p> <ul style="list-style-type: none"> <li>• Regular verbal, peer and teacher feedback</li> </ul>

**Cross-curricular links in Y10:** There are consistent links to English with the requirement to show literacy skills in addition to incorporating some links to Business Studies Topics in Unit 3. *There is opportunity for technology and numeracy links depending on approach to rehearsal and performance.*

## Year 11 Curriculum Implementation

The Year 11 journey begins with students completing their composition and performing coursework. Composing coursework involves the creation of their own brief, composition, presenting their work and reflecting upon the success and areas to develop. Performing coursework involves selecting, learning, rehearsing, and performing repertoire according to a brief. Following this, students complete an external unit 'Performing Arts in Practice' under controlled conditions by the specified deadline. The year concludes with the finalization and submission of all remaining coursework to the exam board.

	Knowledge and skills	Assessment
1	Performance coursework completion where needed.	N/A
1-2	Unit 2 Composition coursework will now form most of the focus for the first part of Y11, continuing to develop compositional skills whilst incorporating their newly gained confidence through performing on an instrument. Coursework will consist of writing a creative brief outlining the aims for composing, recording a development log of the actual composing, a presentation of the composition followed by an evaluation of the process and feedback received.	N/A
2-3	Unit 3 coursework will complete the Y11 journey. The brief is adjusted year on year but will comprise of similar elements to planning, creative development, pitching an idea and evaluation.	N/A

**Cross-curricular links in Y11:** English and literacy themes throughout as well as Technology and Business Studies links with Unit 3.

## IMPACT OF THE MUSIC CURRICULUM

Progress is measured within lessons through effective questioning, close monitoring of students' work and through strategies for regular checking of understanding. It is also measured through bespoke self and peer assessment sheets, regular recall quizzes, and KS4 style mock projects in Y9. Homework is used predominantly as a tool for developing strong recall. Feedback plays a crucial role in assessing depth of student understanding and analysing other students' answers allows students to assess their own progress based upon the feedback from the teacher. Mastery is achieved through regular opportunities to develop practical skills, recall key information, and improve work based on feedback from the teacher. Gaps are addressed and closed at the end of each topic to ensure students have a solid understanding before another topic is taught.

Engagement is evident through the uptake for KS4 and progression to study music in FE. Our diverse, engaging, cultural and knowledge-rich Music curriculum should develop confident and creative musicians as well as allowing those less confident to access music. Students are inspired to learn more about the world of music and we want them to continue to develop their independent musical journeys, be curious and inquisitive.

## WIDER CURRICULUM OFFER

The following sections clarify how areas such as Personal development, Careers and Cultural Capital are woven into the intention, implementation and impact of the subject curriculum.

<b>Personal Development within the Music curriculum</b>	
Personal Development	Students develop a rich cultural knowledge and learn to appreciate the importance of active citizenship.
SMSC	Students are taught about how music has impacted upon society over time, as well as cultural influences and how it has shaped British life. They also learn about the influence and importance of music's links to social groups, linking to cultural and political history. Discussion and debate encourage an open-minded, enlightened view of the world.
British Values	Students develop key British values such as respect and tolerance by exploring diverse musical traditions and cultures. Through collaborative work, they learn the importance of mutual respect and teamwork, while individual performance and creativity foster self-confidence and personal responsibility. The curriculum also promotes democracy and equality by encouraging all voices to be heard in group settings and embracing different musical perspectives. These values help students become well-rounded, respectful, and open-minded individuals in a diverse society.
Extracurricular & Enrichment	Students have the opportunity to take part in extra-curricular individual or group instrument lessons. The music department offers involvement in an annual school production, a choir and several performance opportunities through the year including a summer festival that draws in links with primary schools and alumni. In KS4, there is a Creative Arts trip to London which includes experiencing a musical in the West End in addition to a 'Stomp' rhythm workshop. There are other opportunities to experience live music performance throughout the year for KS3 and 4.
<b>Careers in the Music curriculum</b>	
Careers are seamlessly integrated into the Music curriculum to prepare students for diverse professional pathways in the music industry. By exposing students to various roles such as performers, composers, producers, and music educators, and offering practical experiences, we aim to equip them with both the technical skills and industry insights needed for success. Career guidance and skill-building in areas like project management, communication, and technology are key components, ensuring that students not only excel in their musical pursuits but also navigate their professional futures with confidence and clarity.	
<b>Cultural Capital in the Music curriculum</b>	
<i>The essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement</i>	
Students have the opportunity to gain cultural capital by engaging with a diverse range of musical styles, genres, and traditions from around the world. Through studying various musical forms and histories, participating in performances, and learning about different cultural contexts, students develop a deeper understanding and appreciation of global cultures. This exposure enriches their knowledge, broadens their perspectives, and enhances their ability to connect with and contribute to different cultural communities, both locally and globally.	